DOCUMENT RESUME

ED 146 891 IR 005 247

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TITLE A Survey and Analysis of Televised Course Offerings: Chicago's TV College--Spring 1975.
INSTITUTION Chicago City Colleges, Ill. Kennedy-King Coll.
PUB DATE Jan 77
NOTE 37p.; Figure 1 may reproduce poorly

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Adult Education; *College Programs; *Educational Television; *Extension Education; Higher Education; Instructional Media; Questionnaires; *Telecourses; Television Curriculum; *Television Surveys
IDENTIFIERS Chicago TV College

ABSTRACT

Recent research data have suggested that the mediated courses of Chicago's TV College have increasingly begun to draw from new and different populations of students with different characteristics and levels of ability. This study was designed to generate survey-type data regarding the demographic and attitudinal characteristics of a wide spectrum of TV College students. The individuals who registered for one or more of the TV College courses offered in the spring semester of 1975 served as the subjects of the present study. The overall goal of the study is to provide useful information for the teachers and administrators of mediated courses. This paper summarizes information from 1031 questionnaires submitted from an enrollment of 1740 students. Categories of student data compiled include: age; sex; geographical distribution; concurrent enrollment in conventional courses; previous college courses; grades; employment summary; completion rate by course; veterans vs. non-veterans; and student reactions, comments, and recommendations. (Author/JAB)

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A SURVEY AND ANALYSIS OF TELEVISED COURSE OFFERINGS: CHICAGO'S TV COLLEGE - SPRING 1975

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January 1977

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IR005 247

Preface

It has been a longstanding practice of Chicago's TV College to administer a written questionnaire to the student at an early stage of the academic semester. This questionnaire (see attached sample instrument in appendix) is designed to provide a pipeline for feedback to instructors and administrators. The findings from this survey-type instrument have provided data useful for policy and planning purposes, as well as to generate a data base for various research endeavors.

This paper summarizes a great deal of information from the 1031 questionnaires submitted during the spring 1975 TV College semester. In addition, achievement data was gathered for the entire spring 1975 TV College population of over 1700 students. The following findings and conclusions would seem to have implications in numerous areas for the field of mediated educational instruction.

TV COLLEGE SPRING 1975 STUDENT SURVEY

Highlights of the Survey

-- Average student age is now 30.6 years; in line with recent TV College trends.

-- Women, as usual, are in the majority (55% vs 45%) but the difference has continued to diminish.

-- Enrollment is highest on the south side, lowest on the west side.

-- Southwest, Wright, and Loop Colleges account for slightly more than 75% of the total TV College enrollment.

-- Out of 1740 individuals initially registered for spring 1975 TV College (TVC) courses, 1031 questionnaire responses were obtained (59.3%).

-- 281 students from correctional institutions have also registered for one or more TVC courses. They will, however, not be included in the present analyses.

-- The present TV College courses represented the first college experience of any kind for over one-fifth of the students.

-- 55% of the students (82% of the males) were concurrently enrolled in conventional classes.

-- The number of students viewing the course on color TV (52%) has remained at the levels established over the past several years.

-- Over 78% of the students reported that they were either full time housewives (14%) or worked 30 or more hours per week.

-- Registration procedures have evidently improved as over 92% of the students reported that the campus registration procedures presented either no problems (65%) or only minor snags (27%).

-- Although students generally realized that the option to register by mail was open to them, less than 7% actually did so. Only 7% of those registering by mail encountered any serious problems.

-- While 99.6% of the students indicated at the time of filling out the questionnaire that they intended to finish the course, only 50.3% actually received a qualitative grade (A,B,C,D) and another 3% had incompletes.

-- The overall grade point average for the entire sample (N = 1740), based on a 4.0 scale, was 2.48.

-- The overall grade point average for the sample who submitted the questionnaire, based on a 4.0 scale was 2.51, with women averaging 2.74 and men 2.18.

-- The course complecion rate for the total sample of 1740 subjects was slightly below 36%. This is quite low in comparison with other TV College series in recent years.

-- The course completion rate for the population submitting the questionnaires was slightly above 50%.

-- 14.4% of the subjects reported that they had contributed during 1974 to Channel 11, which is the Public Broadcasting outlet in the greater Chicago area.

This presentation of the Spring 1975 data summarizes information from the entire sample of 1740 non-institutional students, where possible, but focuses primarily upon the responses of the 1031 individuals who completed the questionnaire. (See attached sample questionnaire.)

DETAILED SUMMARIES

Age Data

Of the 1031 responses obtained, age data was provided in 863 cases. For the 394 males, the average age equalled 30.1 years (σ = 6.88),[1] while the female subjects averaged 31.1 years of age (σ = 9.7). The overall age was computed to be 30.6 years (σ = 9.5) for the Spring 1975 enrollees.

Table I shows a breakdown of students into four age groups: those below 18, 18 - 22, 23 -35, and those over 35. Over 82% of the students are above the age of 23. This student population averages more than eight

[1] Note the large standard deviation in the ages of these students. This is indicative of the widely varying characteristics of the individuals who register for TV College courses.

years older than the typical undergraduate student population.

Table I

Age Breakdown of TV College Students

Age	Number	Percent
Below 18 [1]	20	2.3%
18 - 22	131	15.2%
23 - 35	492	57.0%
Above 35	220	25.5%
Total	863	100.0%

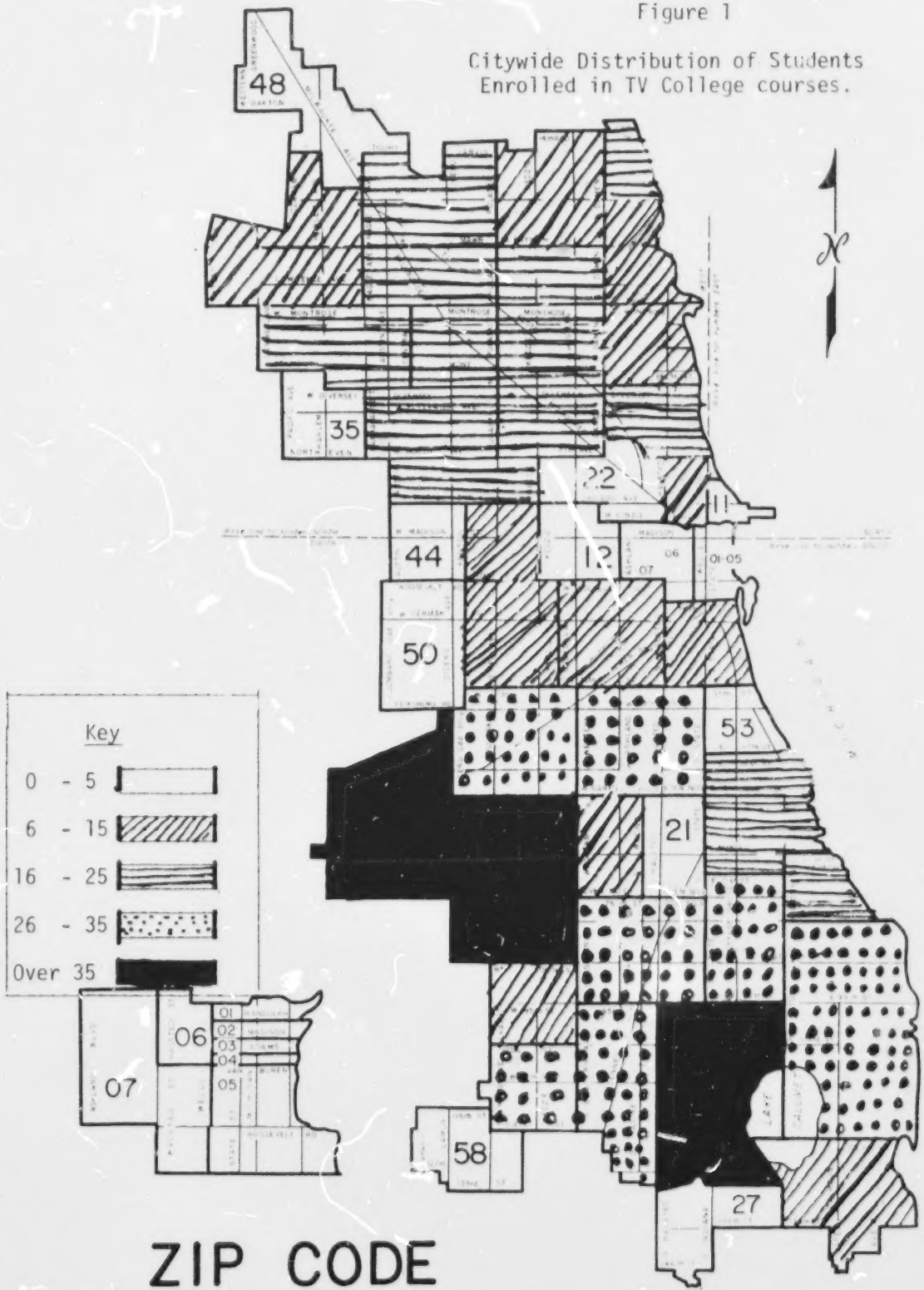
Geographical Distribution

The geographical distribution of the residences of TV College students is depicted in Figure I (see following page). This illustration may be quite useful for future recruitment efforts. Of the 1031 responses obtained, zip code data was provided in 866 cases. This 84% sample should therefore be very representative of the total Spring 1975 student population. As can be seen below, the most heavily represented areas are in the southwest and north central neighborhoods. The lowest usage area is clearly in the west side of the city.

[1] While this group accounts for only 2.3% of the total student population, the results indicate that word of TV College courses is being received, at least to a small degree, by some high school age students. With wider publication this small number might be substantially increased. A recruitment effort aimed at high school guidance counselors might represent a profitable use of recruitment funds as well as being relatively easy to implement.

Figure 1

Citywide Distribution of Students
Enrolled in TV College courses.



ZIP CODE
LOCAL ZONES
CHICAGO, ILLINOIS

606 + TWO DIGITS SHOWN = ZIP CODE

Campus Enrollment

Table II presents the breakdown of surveyed students by course and campus of registration. In general, students register at the campus closest to their home. The one exception to this is Loop College which is located in the heart of the business district of the city. Many individuals register at Loop while they are at work. As can be seen below, enrollment by course remained relatively stable for each campus.

Table II

Enrolled Students by Course and Campus

Campuses	Courses				Total	% of Total
	Business 101	Child Dev. 101	Econ. 201	Math. 111		
Kennedy-King	8	17	5	11	41	4.0%
Loop	52	65	81	56	254	24.6%
Malcolm X	2	2	2	2	8	.8%
Mayfair	18	36	10	11	75	7.3%
Olive-Harvey	18	40	28	31	117	11.3%
Southwest	79	112	74	61	326	31.6%
Wright	46	58	72	34	210	20.4%
Totals	223	330	272	206	1031	100%
% of total	21.6%	32.0%	26.4%	20.0%	100%	

Southwest, Loop, and Wright Colleges accounted for slightly more than 75% of the total Spring 1975 TV College enrollment, although at least a minimal number of students registered at each college for each of the courses.

Subjects completing the questionnaire responded to a wide variety

of personal background, demographic, and course-related inquiries. The following sections will deal with these areas. The data are based on the responses of the 1031 individuals (59.3% of the total Spring 1975 student population of 1740) who completed the questionnaire.

Concurrent Enrollment

A large number of students (55%) responded that they were concurrently enrolled in one or more conventionally-taught college courses. Particularly noteworthy is the fact that 82% (379 of 464) of the male TVC students were also enrolled in at least one conventionally-taught campus-based course. 186 of the 567 (33%) female students also fell into this category. Table III will categorize students according to the number of their concurrent non-TV College credit hours. The average TVC (TV College) student who is enrolled in both types of programs is taking slightly over six hours of conventional college classroom instruction.

Table III

Credit Hours of Concurrent Non-TVC Courses

Number of credits	Number of students	% of concurrently enrolled students
1 - 3	138	24.4%
4 - 6	196	34.7%
7 - 9	170	30.1%
10 - 12	39	6.9%
Over 12	22	3.9%
Total	565	

Registration

One of the continuing goals of TV College has been to lessen the

problems associated with registration procedures. This section will describe the effectiveness of these efforts for the Spring semester of 1975.

While registration by mail is an available option for a large proportion of students, only a small number are taking advantage of this service. Of the 1031 individuals who provided registration data, only 69 people (6.7%) responded that they had registered by mail. However, of these,93% (64 of 69) reported that they had experienced no problems. In fact, only 1 individual experienced any serious difficulty. Thus, while few people are utilizing mail-in registration, those that have are very satisfied. Of the 962 students who registered at one of the campuses, comparably more problems were experienced than in the mail-in procedure. However, by and large, the majority of students were still quite satisfied with registration procedures for Spring 1975. Student reactions to registration are summarized in Table IV.

Table IV

Reactions to Campus Registrations

Category	Number	% of total
No problems	624	64.9%
Minor problems & irritations	263	27.3%
A disaster	75	7.8%
Totals	962	100%

The 92% figure of "few, if any problems" is much higher than the Spring 1974 figure, which was an improvement over previous years. Thus, campus registration procedures have continued to improve in efficiency by reducing many of the aggrevations and irritations involved in registering for TV College courses.

Type of Television Set

TV College students responded to an item about the TV set on which they primarily viewed their TVC course. This question assessed whether usage of color sets had increased among TV College matriculants. Of the 1031 respondents, 538 indicated that they viewed the majority of their classes on a color set. This 52.2% figure is approximately the same as that of the past several years. In other words, the percentage of students viewing the all-color courses has not substantially increased in the past several years.

Taping of TV College Lessons

Many students have reported that the pacing of TV College lessons is often very demanding. With this in mind, it would seem that the tape recording of lessons for later review would be a useful procedure for coping with rapidly paced sessions. An item was included in the student questionnaire (see Appendix) to determine the extent to which students utilized this technique. The results are as follows: Only 8% always tape their lessons, while some 20% occasionally do. Finally, 72% of the viewers never tape any lessons for later study. While it would seem that the tape recording of lessons would be an effective way of dealing with their perceived rapid pacing, this practice is not widespread. The question of whether tape recording is an effective aid to learning will be examined in a later section.

Previous College Credits

TV College students vary greatly in the amount of previous college training which they brought to the Spring 1975 semester. Of the students

who completed the questionnaire, the Spring 1975 TV College course(s) represented the first college experience for over one-fifth of this student body. At the other extreme, 48 students brought Bachelors of Arts or other advanced degrees to the same TV College class. Table V depicts the variety and distribution of TV College students with regard to their previous college background.

Table V

Previous College Experience

College Credits	Number of Students	% of Total
No credit hours	216	21.0%
1 - 15 credits	236	22.9%
16 - 30 credits	174	16.9%
31 - 45 credits	156	15.1%
46 - 60 credits	114	11.1%
Over 60 credits	72	7.0%
Associate of Arts Degree	15	1.5%
Bachelor of Arts Degree	35	3.4%
Master of Arts Degree	13	1.3%
Totals	1031	100.2%

While there is a wide variance in college backgrounds among TVC students, the majority (87%) have two years or less of college level experience.

Employment Summary

TV College students also vary greatly in the number of hours in which they work outside of school-related activities. In general, the great majority (91%) of students work at least part-time or are full-time housewives. There appears to be a certain amount of confusion in the responses of about 5% of the students. This confusion centers mostly on

whether the full-time housewife category should also have been filled out if a woman worked full or part-time.[1] Thus, the results must be taken as broadly indicative rather than as sharply defined. The original categories of the questionnaire item have been collapsed for the reasons cited above.

Table VI

Employment Data

Hours worked per week	Number of students	% of total
None	94	9.1%
Part-time (1-29 hours)	128	12.4%
Full-time (over 30 hrs.)	666	64.6%
Full-time housewife	143	13.9%
Totals	1031	100%

Grades

The following sections of this paper will examine, in various ways, the grades and course completion rates of Spring semester 1975 TVC students. Table VII depicts the distribution of grades and withdrawals for the total sample of 1740 non-institutional subjects.

Table VII. Distribution of Raw Grades by Campus

Campus	Number of students	Number of grades of: A	B	C	D	F	R[2]	W
Kennedy-King	67	0	3	9	2	0	2	51
Loop	408	21	54	52	12	7	18	244
Malcolm X	39	0	1	1	0	0	0	37
Mayfair	112	14	20	14	10	1	0	53
Olive-Harvey	266	5	11	13	10	0	3	219
Southwest	541	34	78	81	35	8	14	291
Wright	307	33	51	43	13	5	8	154
Totals	1740	107	218	218	82	21	45	1049

[1] There are also other minor sources of confusion in this item. It would seem feasible to rewrite this item in the future to eliminate the sources of ambiguity that are now present

[2] R = incompletes

The very low number of A's and B's and the very high number of withdrawals is made evident in Table VII. There is significant variation between individual campuses with regard to the grades and course completion rates of its registrants. The following table depicts the percentile breakdown, by campus, of those students who received a qualitative grade during the Spring 1975 semester.

Table VIII. Distribution of Qualitative Grades

Campus	Number of qualitative grades	% of students getting a qualitative grade	% of grades of: A	B	C	D
Kennedy-King	14/67	20.9%	0	4.5%	13.4%	3.0%
Loop	139/408	34.1%	5.1%	13.2%	12.7%	2.9%
Malcolm X	2/39	5.1%	0	2.6%	2.6%	0
Mayfair	58/112	51.8%	12.5%	17.9%	12.5%	8.9%
Olive-Harvey	44/266	16.5%	1.9%	4.1%	6.8%	3.8%
Southwest	228/541	42.1%	6.3%	14.4%	15.0%	6.5%
Wright	140/307	45.6%	10.7%	16.6%	14.0%	4.2%
Totals	625/1740	35.9%	6.1%	12.5%	12.5%	4.7%

It can be seen that students from Mayfair, Southwest, and Wright colleges are most effective in completing courses for qualitative grades. A further way of viewing the meaning of grades and the effectiveness of grading practices is to examine the distribution of grades over each of the four courses. Table IX depicts the percentages of qualitative grades,[1] incompletes, and withdrawals for each of the Spring 1975 courses. The grades for Child Development 101 are considerably higher than those of the other three courses.

[1] Only the grades of A, B, C, or D are viewed as qualitative grades here.

Table IX. Percentile Distribution of Grades by Course

Course	Number of students	Percentage of grades of							Totals
		A	B	C	D	F	W[1]	R	
Business 101	387	8.3%	12.7%	6.7%	3.6%	4.7%	61.2%	2.8%	100%
Child Dev. 101	524	8.4	20.4	12.6	5.3	.6	51.3	1.3	99.9
Economics 201	453	4.6	7.5	17.7	4.2	0	64.0	2.0	100
Mathematics 111	376	2.7	7.4	12.2	5.6	0	67.3	4.8	100
Totals	1740	6.0	12.0	12.3	4.7	1.3	61.0	2.7	100

It can be seen that there is considerable fluctuation between courses in the distribution of grades. The minimal use of non-passing grades and the extremely high number of withdrawals may be indicative of a generalized grading strategy. The actual percentage of students completing their respective courses may be gleaned from data presented above. The following should more graphically summarize the very low completion rates for the courses under study.

Table X. Percentage of Completions by Course

Course	Enrolled Students	Number Completing Course[2]	% Completing Course
Business 101	387	121	31.3%
Child Dev. 101	524	245	46.8%
Economics 201	453	154	34.0%
Mathematics 111	376	105	27.9%
Totals	1740	625	35.9%

The final way in which grade data will be presented will be in terms of the grade point averages of the students who actually completed their respective courses. The grade point averages (G.P.A.) were calculated on the basis of a 4.0 scale.

[1] W = withdrew from course

[2] Those achieving a grade of A,B,C or D

The overall average for all four courses was 2.48. This can be broken down by course: Business 101 = 2.45, Child Development 101 = 2.65, Economics 201 = 2.37, and Mathematics 111 = 2.48.

SEX DIFFERENCES

The following sections will examine the results from the Spring 1975 TV College student questionnaire in order to determine if, and to what extent, systematic sex differences may be operating. The data for these analyses are necessarily based on only those individuals who have completed the questionnaire. While this group comprises only 60% of the total population of non-institutional subjects, the numbers of males and females are still quite substantial. Of the 1031 questionnaires,579 were completed by women while 473 were submitted by men. Thus, the questionnaire sample contained approximately five women for every four men. This difference in participation reflects the usual pattern of having women in the majority, but this difference has, over the past several years, continued to lessen.

Age

Based on a sample of 863 cases, there seems to be little difference in the ages of male and female students. Male subjects averaged 30.1 years (σ = 6.9) while females averaged 31.1 years (σ = 9.7). This measure was further broken down to see if students differed in terms of one or more specific age categories. The following four categories were used: below 18 (pre-college age), 18 - 22 (usual college ages), 23 - 35, over 35 years of age.[1] The results are presented in Table XI.

[1] The age of 35 is a somewhat arbitrary choice as a dividing point between categories. However, it does seem likely that by this age most people have completed their formal college education.

Table IX. Age-by-Sex Breakdown of TV College Students

Age Category	Number of Students	Number of Males	Percentage of Males	Number of Females	Percentage of Females
Below 18	20	8	2%	12	3%
18 - 22	131	43	11%	88	19%
23 - 35	492	260	66%	232	49%
Above 35	220	83	21%	137	29%
Totals	863	394	100%	469	100%

It can be seen that there is a great deal of similarity between males and females in most of these categories. The predominance of males in the 23 - 35 category would seem to be an important finding which might have implications for the focusing of advertising and recruitment efforts. Another interesting finding is that 87% of the males and 79% of the females are older than the typical college-aged student.

Concurrent Enrollment in Conventional College Classes

There is a statistically significant difference (.01) between males and females in their concurrent enrollment in non-TV College courses. Of the 464 male students, 379 of them (81.7%) were concurrently enrolled in non-TVC courses. This compares to 32.8% for the female students. In addition, males also took more credit hours of non-TVC courses than did comparable female subjects. A typical male student (taking non-TVC courses) was enrolled in 7 hours of non-TVC credit in addition to his TV College course or courses, while the average female (who took non-TVC courses) was enrolled for 5.5 hours. These figures support a notion that TV College males tend to take a full college load while participating females are willing or are forced to be part-time students. However, as will be delineated below, this involvement does not translate itself into higher

grades or higher course completion rates for males.

Academic Effectiveness

While more males participated in full-time study, their involvement was not positively related to cognitive outcome measures such as grade point average and course completion rate. Female students performed at a considerably higher level and were more likely to complete their courses than were comparable male subjects. Table XII depicts the grade point averages and course completion percentages for both males and females for each of the four Spring 1975 courses.

Table XII. Male Versus Female Effectiveness by Course[1]

Course	Male G.P.A.	Female G.P.A.	% of Males Completing	% of Females Completing
Business 101	2.03	2.76	34.0%	56.5%
Child Dev. 101	2.21	2.96	56.5%	65.8%
Economics 201	2.27	2.51	42.3%	47.4%
Mathematics 111	2.09	2.40	41.2%	43.8%
Totals	2.18	2.74	44.4%	55.2%

It is readily apparent that there are important sex differences in the present results with regard to measures of academic effectiveness. While there are some differences between individual classes, women consistently achieve higher grades and are more likely to finish TV College

[1] These figures are based on the questionnaire sample of 1031 students. The results from the questionnaire group are consistently higher than the results from the total population of 1740 subjects. These differences will be investigated in a later section.

courses than are male students. These results are both practically and statistically significant and seem to run counter to many research findings concerning male versus female achievement in comparable circumstances.

Other Indices

A comparative analysis was made on a number of other topics. Males and females differed little on the question of how often they tape recorded their lessons. Both groups indicated that taping was not a common practice (72% indicated that they never taped any lessons). There are also few differences in terms of the previous college credits of male versus female (Spring 1975) TV College students. Table XIII depicts this high degree of similarity for the 1031 students submitting the questionnaire.

Table XIII. Previous College Credits by Sex

Number of credits	% of males (N = 464)	% of females (N = 567)
0 Credits	24.4%	18.2%
1 - 15 credits	19.6	25.6
16 - 30	15.5	18.0
31 - 45	15.7	14.6
46 - 60	11.4	10.8
over 60 credits	8.6	5.6
A.B. Degree	1.3	1.6
B.A.(B.S.) Degree	3.0	3.7
M.A.(M.S.) Degree	.4	1.9
Totals	99.9%	100%

It is interesting to note that 87% of both males and females have the equivalent of two years or less of college experience. Thus, there seems to be little difference between males and females in terms of the amount of college experience which students brought to their Spring 1975 TV College courses.

The final topic which will be explored with regard to sex-related differences is the non-school employment of TV College students. As noted above, the great majority of the 1975 TVC students work at least part-time or are full-time housewives. It has also been reported that a certain amount of confusion seemed to be present in the employment item. Nonetheless, the results are presented in Table XIV. These data are based on the 1031 individuals who completed the student questionnaire and seem to indicate that a sex effect may be operating (especially in the full-time category).

Table XIV. Number of Hours of Work per Week

Hours per Week	% of Male Students	% of Female Students
None	7.3%	10.6%
Part-time (1 - 29 hours)	9.3	14.9
Full-time (30 or over)	83.4	49.2
Full-time Housewife	0	25.2
Totals	100%	99.9%

Although the housewife category represents an additional confounding effect, the extremely high percentage of males who work 30 or more hours is an important finding and seems to indicate an important sex difference.

The items of the Spring 1975 questionnaire have been scrutinized in order to determine if differences occurred when the data were separated on the sex dimension. The results indicate that consistent sex differences emerged in only five areas: (1) the likelihood of taking concurrent non-TVC courses, (2) the number of non-TVC credits taken, the student's grade point average, (4) the student's likelihood of completing a course, and

(5) the amount of outside non-student employment.

Looking at these findings as a whole, two separate pictures of Spring 1975 TV College students seem to emerge. The male TVC student is taking two or more conventionally taught campus-based courses and is utilizing his TV College courses in order to complete his program as a full-time student, or to acquire college credits as rapidly as possible. In addition, the male student is also likely to be employed full-time in a non-student capacity. Although the aspirations of the typical male are set at a very high level, his goals seem to be out of touch with reality since the practical constraints of time, energy, and resources limit the amount he can actually accomplish. In his dual roles as a full-time worker and full-time student, it may be that he is spreading himself too thin. There is less than a 50% chance that a male student will complete his TV College course. If he is in the minority who completes his work and does receive a grade, he is not likely to achieve at a very high level. That is, he is much more likely to earn a grade of C or D than a grade of A or B (see Table XV below).

A composite of the TV College female also surfaces. The female TV College student is somewhat more difficult to depict than her male counterpart because females exhibit more variance in their responses than do males. Nonetheless, an image does emerge. In general, the female subject is only a part-time student. Whether by choice, or by economic, social, marital, or familial constraints, the female pursues college credits at less than a full-time rate. Less than one out of three females was concurrently enrolled in non-TVC classes. Of this group, over 50% took just one non-TV College course. Thus, the great majority of females seem to be acquiring their college credits on a part-time basis.

Although there is an amount of confusion relating to the employment data, over 50% of the females reported that they were either: not working, working part-time, or were full-time housewives. This is not to say that the duties of a housewife are not demanding, but rather that some of the activities in the home can be adapted so that a TV College course may still be pursued. Thus, the typical female is a part-time student and is either a housewife or is employed on a part-time (or less) basis. Although there are conflicting demands made on female students, they do not seem to be operating to the same degree as is present with male TVC students. In other words, their expectations seem to be aimed at a more realistic level in terms of available time and energy. Females attempt quantitatively fewer courses than males but are qualitatively superior to them in performance in these classes. In other words, females may work more diligently at their TV class or classes because they have a more realistic chance of achieving well in them.

It is likely that a female subject will complete her TVC course for a qualitative grade. The female student is also likely to achieve at a high level. That is, she is much more likely to earn a grade of A or B than a grade of C or D (see Table XV). In conclusion, the aspirational level of the typical TV College female may be more in line with reality and more in line with available time and energy than the typical male TV College student. The following tables (parts 1 and 2) should serve to graphically depict the significant differences between male and female TV College students in achievement-related behavior.

Table XV (1). Distribution of Raw Grades by Sex

	Number	Number Completing	Number of Grades of: A	B	C	D	F	R	W
Females	567	313	74	116	96	27	2	14	238
Males	464	206	18	65	82	41	11	18	229
Total	1031	519	92	181	178	68	13	32	467

Table XV (2). Percentile Distribution of Grades

	Percentage completing course for a qualitative grade	Percentage of Grades of: A	B	C	D	F	R	W
Females	55.2%	13.1%	20.5	16.9	4.8	.4	2.5	42.0
Males	44.4%	3.9%	14.0	17.7	8.8	2.4	3.9	49.4
Averages	49.8%	8.5	17.3	17.3	6.8	1.4	3.2	45.7

These tables graphically summarize the very important achievement-related differences between males and females and conclude the inquiry into sex-related differences. The following sections of this paper will ascertain to what extent there are differences between the subjects who complete the questionnaire and those that do not.

COMPLETION VERSUS NON-COMPLETION OF STUDENT QUESTIONNAIRES

A good deal of the specific information used for the planning and evaluation of TV College courses is generated by means of questionnaire instruments which are completed by the students of in-progress TVC classes. Although it has been intuitively appealing to state that widespread differences exist between students completing the TV College questionnaires and those not doing so (as is the case with most self-report instruments), it has not been clearly documented where and to what degree these differences are occurring. This section will describe some data which may pro-

vide certain insights into tnis important area. It will show that these two groups (i.e. those completing the questionnaire versus those not completing this device) tend to be highly similar with regard to certain background characteristics but quite dissimilar in terms of their academic effectiveness.

It was felt that a check on certain background variables could provide information about the similarities or differences between the questionnaire and non-questionnaire groups in terms of their demographic and personal backgrounds. Because of the large number of individuals involved and the difficulty in obtaining data for those not completing the questionnaire, only three variables were examined. A sample of seventy subjects was randomly selected from the population of those not completing the questionnaire instrument. The results were computed and compared to those from the questionnaire population. It was found that there was very little difference in the average age of the students in the two groups. Those students who completed the questionnaire averaged 30.6 years while the group who did not complete this device averaged 31.1 years of age. Utilizing zip code data obtained in the same way, it was found that students from both populations came predominantly from the southwest and north-central portions of the city (see Figure 1 on p. 4). Finally, a comparison was made of the ratios of females to males in both the questionnaire and non-questionnaire groups. In the former, females were in the majority (55% to 45%), while in the non-questionnaire group males outnumbered the females (53% to 47%).

Although there appear to be some differences in the sex distributions in the two groups, they are otherwise highly similar in their ages

and geographic locations. While many other categories could have been examined, these three do at least provide some tentative support to a notion that students in both groups may be quite similar in many important personal and demographic areas.[1]

While some differences have been shown to exist between the questionnaire and non-questionnaire groups in certain background variables, it is in the area of academic effectiveness that striking and significant differences emerge. The following tables will graphically illustrate these differences.

Table XVI (1). Distribution of Raw Grades

	Number of Subjects	Number of Grades of: A	B	C	D	F	R	W
Questionnaire Group	1031	92	181	178	68	13	32	467
Non-questionnaire Group	709	15	37	40	14	8	13	582
Totals	1740	107	218	218	82	21	45	1049

Table XVI (2) Percentile Distribution of Grades

	Percentage of Grades of: A	B	C	D	F	R	W
Questionnaire Group	8.9%	17.6	17.6	6.6	1.3	3.1	45.3
Non-questionnaire Group	2.1%	5.2	5.6	2.0	1.1	1.8	82.1

[1] These tentative findings have been replicated with the data from the evaluations of Classic Theater (Duby, 1976) and the Ascent of Man (Duby and Giltrow, 1976). That is, the questionnaire and non-questionnaire groups were very similar in age and geographic distributions. Also, the two groups differed in their sex distributions in the same way as had the Spring 1975 populations. That is, a somewhat higher percentage of males were represented in the non-questionnaire group than in the questionnaire population.

Based on this data the grade point averages (G.P.A.) were computed for both the questionnaire and the non-questionnaire groups. Based on a 4.0 scale, the former group averaged 2.51, while the G.P.A. for the non-questionnaire group was 2.32. Thus, in terms of grade point averages there is little difference between these two groups. However, in the raw and percentile distributions of grades [see Table XVI parts (1) and (2)], it can be seen that there are real differences which are in the expected direction in favor of the questionnaire-completing population. Table XVII will strikingly depict the differences in course completion effectiveness between individuals in the two groups.

Table XVII. Course Completion Rates

Group	Number	Number completing course	Percentage completing course
Questionnaire group	1031	519	50.3%
Non-questionnaire group	709	106	15.0%

If a person completed the student questionnaire (this is an assignment which is due at the end of the third week of the semester), there is better than a 50% chance that he will finish the course with a passing grade. However, if a person did not complete the student questionnaire there is less than a one in six chance that the individual will finish the course with a passing grade. Thus, the completion of the questionnaire itself is a very valuable predictive tool for forecasting who will complete the course.

Thus, there are important differences in TV College subjects not only on the sex dimension but also between those individuals who complete

a required student questionnaire and others who do not. The previous two sections represent an initial attempt to tackle an extremely complex and critical area. Further research may be able to highlight the motivations, personal characteristics, and background variables which can effectively distinguish between successful and unsuccessful TV College performances. It is felt that this area holds great promise for future research and represents a potentially viable means of improving TV College services.[1]

STUDENT REACTIONS, COMMENTS, AND RECOMMENDATIONS

The following section will describe students' reactions, impressions, and criticisms with regard to the four Spring 1975 course offerings. A composite of these reactions will be depicted by means of a series of Likert-type scales. That is, the findings for each of the courses have been computed and averaged. While there were some individual differences between the four courses, they were, in general, quite similar. The following results could be used to provide one type of baseline data against which to compare and judge the results from any given TV College course.

Student responses have been averaged and the mean score will be illustrated by an asterisk on each respective scale. It should be remembered that the following represent the average of the four courses. [N = the number of individuals who answered that particular item; $\bar{X}$ = the mean or average.]

[1] The identification of important sex differences and differences between those completing and not completing the questionnaire has led to the development and testing of a TV College withdrawal prediction formula. This index has been extremely successful in initial trials of its ability to forecast final withdrawal figures for a given TV College course (see Duby & Giltrow, in press).

A. In general, the course is: (N = 1023) $\bar{X}$ = 3.52

very dull very stimulating

-----1----------2----------3----------4----------5-------

B. Visuals, diagrams, film clips: (N = 1004) $\bar{X}$ = 2.87

too few too many

-----1----------2----------3----------4----------5-------

C. Academically, the course is: (N = 1022) $\bar{X}$ = 3.20

not challenging too challenging

-----1----------2----------3----------4----------5-------

D. The pace of the program is: (N = 1021) $\bar{X}$ = 3.26

too slow too fast

-----1----------2----------3----------4----------5-------

E. I would rate the instructor: (N = 1026) $\bar{X}$ = 3.99

poor excellent

-----1----------2----------3----------4----------5-------

F. I have found the textbook: (N = 1000) $\bar{X}$ = 3.55

poor excellent

-----1----------2----------3----------4----------5-------

G. I have found the study guide: (N = 1017) $\bar{X}$ = 3.85

poor excellent

-----1----------2----------3----------4----------5-------

Students also indicated which course or courses they would most like to see offered by TV College. The following list represents the types of courses being requested most often. Because of the wide variance in specific names and numbers of courses asked for, the categories presented here are quite general in nature.

	Number of requests
More English courses	102
More Business courses	96
Biology courses	59
Psychology courses	58
More Mathematics courses	29
Accounting courses	23
Art courses	20
History courses	20
Humanities	20
Law Enforcement	20
Spanish courses	16
Literature courses	14
More Child Development courses	13
More Economics courses	12
Physical Science courses	11
Education courses	9
Secretarial Skills	9
Social Sciences	8
Music courses	7
Business Law courses	6

Students were asked to comment on any aspect of their course or any aspect of the services provided by TV College. The following will summarize and describe these remarks. 414 of the 1031 individuals who completed the questionnaires made comments, observations, or recommendations (40.2%). The remarks have been shortened but should still contain the heart of the comment made by the subjects. The number of times a particular comment was made will follow each statement.

"The course is good, very good, or excellent (N = 59)
TV College is a great idea, and a very good method (47)
Change viewing dates or times to make them more convenient (46)
The lessons are presented too rapidly (i.e. the pace is too fast) (41)
I had difficulty in obtaining materials, especially text (36)
(continued)

You need a wider selection of courses (29)
The instructor is very good or excellent (28)
You should repeat courses at night (20)
Problems experienced in registration (14)
Instructor should note when assignments are due (9)
Diagrams and visuals are presented too rapidly (9)
Difficulty with TV courses is that you can't disuss ideas or ask questions when they come up (9)
Text is unclear or too difficult (9)
Instructor makes too many assumptions about what we know and doesn't clarify enough (6)
Study Unlimited is very helpful (6)
More time and days are needed to call and or have conferences with the instructor (6)
Instructor is too fast (5)
Conferences should be moved from Loop campus (5)
Need an outline or syllabus to follow (5)
Improve quality of visuals (4)
Testing should be available at all campuses (4)
Course is too difficult (4)
Study guide is very good or excellent (3)
Lessons are boring and need to be made more stimulating (3)
Homework is very demanding (3)
Too many forms to fill out (3)
Classes should be lengthened (3)
Need to better integrate text, class, and homework (3)
Feedback from tests would be nice (2)
Text is excellent (1)
Registration by mail was a pleasure (1)
Include more practice tests (1)
Need to show more examples (1)
Need a break in the middle of the course (1)
Diagrams are excellent (1)
TV station needs improvement (1)
Need students in studio to ask questions (1)

SAMPLE STUDIES AND CONCLUSIONS

One purpose of survey-type research is to provide a type of baseline data. Another is to provide a springboard upon which further research can be effectively launched. To these ends, this paper has been quite successful. A great deal of data has been generated to certain ends, however, many more questions have been raised. In the following section, a number of these research issues will be investigated.

A stratified random sampling technique[1] was used to select the subjects who composed the samples in each of the following analyses. Five specific questions were investigated:

(1) Do people with color TV achieve at a higher level than individuals with black and white sets (because all programs are presented in color)?

(2) Do veterans perform at a higher level than non-veterans (i.e. achieve a higher G.P.A.)?

(3) Do high school students (those under the age of 18) achieve at a higher level than older students?

(4) Does tape recording the lessons enable students to achieve at a higher level than students who do not record the programs?

(5) Do students with previous college experience achieve at a higher level than students who are experiencing their first TV College class?

Results[2]

Study #1: Color TV versus black and white TV.

A stratified random sample of 80 individuals with black and white sets and 80 individuals with color sets were selected. The following results were found:

	G.P.A. $\bar{X}$	G.P.A. σ	Course Completion Ratio
Black and white sets	2.18	1.05	37/80 or 46.3%
Color sets	2.58	.976	38/80 or 47.5%

[1] In this technique equal numbers of males and females are randomly selected from each of the four classes.

[2] For each of the studies the following are used: $\bar{X}$ = mean or average G.P.A., based on a 4.0 scale; σ = sigma or the standard deviation based on the 4.0 grade point average scale; the course completion ratio refers to the number of people who achieve a qualitative grade of A,B,C, or D divided by the entire student population.

The results of a t-test at the .05 level were not significant. That is, there is no significant difference in achievement with regard to the type of television set employed by TV College students, as measured by grade point average.

Study #2: Veterans versus non-veterans.

Because of the type of information which was available for this study, the populations of the Child Development 101 class from Southwest and Wright colleges were selected. The non-random and non-stratified sample consisted of 116 veterans and 130 non-veterans. The following results were found:

	G.P.A. $\bar{X}$	G.P.A. σ	Course Completion Ratio
Veterans	2.17	.920	56/116 or 48.3%
Non-veterans	3.00	.914	67/130 or 51.5%

The results of a t-test at the .05 level were statistically significant, however, the practical significance of these results must be questioned because of the confounding effects of sex. A much higher percentage of females were included in the non-veteran group and it has been shown above that females performed more effectively than did their male counterparts. Thus, it is impossible to determine whether veterans (basically males) achieve at a higher or lower level than comparable (male) non-veterans. A wider selection of comparable control subjects must be found to adequately deal with this issue.

Study #3: Students under the age of 18 versus those older than age 18.

There were very few individuals who fell into the under 18 category, so the entire group of twenty individuals was used as the sample.

This population was compared to a stratified random sample of forty individuals from the over 18 age group. The following results were found:

	G.P.A. $\bar{X}$	G.P.A. σ	Course Completion Ratio
Under 18 years old	2.75	1.02	12/20 or 60%
Over 18 years old	2.50	.923	21/40 or 52.5%

The results of the t-test at the .05 level were not significant. That is, there were no significant differences in achievement, as measured by G.P.A., with regard to the over/under 18 year old distinction.

Study #4: Tape recording versus not recording.

Three stratified random samples of individuals were selected for this study. 68 individuals who had taped all the lessons, 80 individuals who had taped some of the lessons, and 80 who hadn't taped any were randomly selected from their respective populations. The following results were found:

	G.P.A. $\bar{X}$	G.P.A. σ	Course Completion Ratio
Always taped TVC lessons	2.63	.907	32/68 or 47.1%
Sometimes taped TVC lessons	2.43	1.01	39/80 or 48.8%
Never taped TVC lessons	2.53	.929	47/80 or 58.8%

The results of a t-test at the .05 level were not statistically significant (the widest difference was chosen as the subject for the t-test). Thus, there appears to be no difference in achievement, as measured by G.P.A.,between people who tape record the lessons and those who do not.

Study #5: College experience versus first college exposure.

A stratified random sample of 80 individuals was selected for whom the 1975 class represented the first college experience. Likewise, 80 students were randomly selected who had had previous college training. The following results were found:

	G.P.A. $\bar{X}$	G.P.A. σ	Course Completion Ratio
First College	2.35	1.01	28/80 or 35.0%
Previous Experience	2.44	.934	42/80 or 52.5%

The results of the t-test at the .05 level were not significant. That is, there is no significant difference in achievement, as measured by grade point average, with regard to previous college experience. However, it should be noted that a sizeable difference occurred between the two groups in their course completion rates. This finding would seem to indicate that some of the less persistent members of the group with college experience have weeded themselves out or self-selected themselves out of TV College courses (or college in general).

These studies conclude the present paper. This survey has attempted to provide a selection of data which addresses a large number of issues. These data have been viewed in a wide variety of ways from a number of different perspectives. Distinctions have been drawn between those students who completed the questionnaire and those who did not. A number of differentiations were made upon sex-related lines. Also, an attempt was made to summarize the students' comments and reactions about the courses offered during the Spring 1975 semester. Finally, a number of small studies have been completed to shed light on some interesting and potentially

useful research questions.

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Duby, P.B., & Giltrow, D.R. "Predicting Student Withdrawals in Open Learning Courses," *Educational Technology*, (in press).

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APPENDIX

Student Questionnaire

Name _____ Female ____ Male ____ Age ____ Home Zip Code _____

Assignment #1: TV College - Spring 1975

Please mail this questionnaire to TV College in the envelope provided no more than 24 hours after viewing Lesson 6.

Part I

1. Course:
___a. Business 101
___b. Child Development 101
___c. Economics 201
___d. Mathematics 111

2. I am registered at:
___ Kennedy-King
___ Loop
___ Malcolm X
___ Mayfair
___ Olive-Harvey
___ Southwest
___ Wright

3. Mark the appropriate item:
___a. I plan to finish the course
___b. I plan to withdraw from the course
___c. I plan to withdraw from college

4. Are you enrolled in non-TV College courses? Yes___ No___

5. How many credits other than TV College are you taking this semester? Non-TVC credits _____

6. How many hours/week do you work?
___a. None
___b. 1 - 9
___c. 10 - 20
___d. 20 - 29
___e. 30 - 40
___f. more than 40
___g. full-time housewife

7. How many college credits did you have before this semester?
___a. None
___b. 1 - 15
___c. 16 - 30
___d. 31 - 45
___e. 46 - 60
___f. over 60
___g. AA
___h. BA
___i. MA

8. If you registered for TV College at a campus, check appropriate statement:
___no problems with registration
___minor snags and irritations
___registration was a disaster

10. Do you watch this course on a color TV set most of the time?
Yes ____ No____

11. Do you tape record the lessons for later review?
Yes____ No____ Sometimes____

12. Were you a contributing member to Channel 11/WTTW in 1974?
Yes _____ No _____

NOTE: TV College is not part of Channel 11. Your tuition and taxes pay for all costs. This question is for our information only.

Part II

------Indicate your response to the following scales by circling ------
the appropriate number along each of the lines.

13. In general, the course is:

very dull				very stimulating
1	2	3	4	5

14. Visuals--diagrams, film clips:

too few				too many
1	2	3	4	5

15. Academically, the course is:

not challenging				too challenging
1	2	3	4	5

16. The pace of the programs is:

too slow				too fast
1	2	3	4	5

17. I would rate the instructor:

poor				excellent
1	2	3	4	5

18. I have found the textbook:

poor				excellent
1	2	3	4	5

19. I have found the study guide:

poor				excellent
1	2	3	4	5

20. What courses--credit and non-credit--would you like TV College to offer? _____

21. Please give us any additional comments, suggestions, or criticisms you may have in the space below or on the back of the page. The information you provide is used to improve our services and the quality of the courses. Thank you for your cooperation. Do not hesitate to inform us of any difficulties with our services to you. Comments: